DOCUMENT RESUME

ED 253 525 SP 025 810

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TITLE	Elementary School Dance. Grade One.
INSTITUTION	Red Deer Public School District No. 104 (Alberta).
PUB DATE	82
NOTE	65p.; Document printed in blue ink on colored paper. For related documets, see SP 025 811-813.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Creative Expression; *Dance Education; Elementary Education; Foreign Countries; *Grade 1; *Movement Education; Self Expression
IDENTIFIERS	Alberta

ABSTRACT

Outlines are presented for 30 creative dance lessons for first grade children. Each lesson description includes: (1) a statement of the lesson objective; (2) an overview of how the lesson illuminates a general concept of dancing; (3) musical equipment needed; (4) introductory activities; (5) tasks for skill development; (6) suggestions for the teacher; and (7) consolidation, which requires the children to apply their movement discoveries to a specific task, such as creating a dance, sequence, or pattern. An introductory statement discusses the nature of dance, movement concepts, and creative dance. A bibliography is included, as well as suggestions for music selection and equipment. (JD)

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ELEMENTARY SCHOOL DANCE GRADE ONE

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1982

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Dance Grade 1

By Bill Wotherspoon

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RED DEER PUBLIC SCHOOL DISTRICT NO. 104

PUBLISHED BY THE ALBERTA SCHOOL BOOK BRANCH, EDMONTON, 1982

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The material in this booklet was produced as a project of the Red Deer Public School District #104 Physical Education Project.

I. INTRODUCTION

A. The Nature of Dance

Dance has a special place in the Physical Education program. Like gymnastics and games it is a physically vigorous activity which is enjoyed in individual, partner or group work situations. Like gymnastics, dance is best done in bare feet. However, dance demands something more from the child (and the teacher). It requires a creative problem solving approach to movement tasks and an aesthetic, expressive involvement in movement activity.

In dance, it is the child who creates the dance form. He decides how he will move and how he will make it his unique movement statement. As such, dance is an art form. Like all art forms, be it painting, music, literature, etc., the tools of the medium must first be mastered. Then, the artist is ready to create and communicate. Just as the young child spends time in art class experimenting with colour, texture, line and shape, so in dance class he will experiment with his body and how it can move in space with and without others. When the child becomes familiar with the basic tools or concepts of dance, he is then prepared to create dances which are expressive of his unique personality.

This special nature of dance requires the teacher to provide the beginning experiences with the dance movement concepts. Because the activity aims to involve the creative capacities of the child, the teacher must set up a warm, accepting atmosphere. All movement responses must be accepted. Children must appreciate each other and feel secure in showing who they are in their dances. They must feel that they are dancing to please themselves, not to impress the teacher or their classmates. Without a positive environment, creative activity is thwarted.

B. Movement Concepts

GRADE	BODY AWARENESS	SPACE AWARENESS	EFFORT	RELATIONSHIP
K to 6	-whole body	-general & personal	-time	parts of body to each other
	-body parts	-extensions	-energy	individual to space, objects
	-shape	-pathways	-space	partners
	-bases	-levels	-flow	trios
	-flow	-directions	-effort	groups
	-symmetry & asymmetry	-spacial actions	- enrichment -	

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C. Creative Dance

In creative dance, the expressive aspect of movement is the main concern. Here the body is regarded as the medium for communication of ideas and feelings. The child is encouraged to discover, explore and use his imagination. He is provided with opportunities to develop an understanding of his own movement capacities, to learn the language of movement and invent and create sequences and dances on his own.

Although other forms of dance such as folk, square, modern and rhythms, with or without equipment, are more structured, we strongly encourage a transition to a more creative approach as more knowledge of these forms is obtained.

II. PROCESS OF LEARNING IN DANCE

1. GUIDED EXPERIENCES

   Movement problems are set relative to the objective chosen by the teacher.

2. EXPERIMENTATION

   Children experiment in order to discover a variety of ways of answering the problem.

3. SELECTION AND REJECTION

   Teacher assists children in selecting their best method of answering the problem.

4. REPETITION AND REFINEMENT

   Time is provided for the child to perfect his or her answer.

5. CONSOLIDATION

   Movement ideas are thus refined and consolidated into a known movement sequence.

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III. THE LESSON

Each dance lesson in this book has three parts:

1. Introductory Activities
2. Exploring Movement - Skill Development
3. Applying the Elements - Consolidation

The first part, Introductory Activity, may be a time when an idea, concept or stimulus is verbally introduced. Or, it may be a review of the work done in a previous lesson. In the second part, Skill Development, the teacher introduces the Movement Concept through action tasks. The children try a variety of responses. The teacher gives further verbal Guidance during this exploratory period. If she observes that the children are all travelling forward, she might suggest that they try it backwards and sideways. Guidance comments should be tied into the teacher's observation of the class. Point out what is innovative or unusual. Give the unsure or wary child a nod. This is not the time to point out the super-star. Each child must feel that what they are doing is as "right" or as "good" as any other child. In the third part, Consolidation, the children are asked to apply their movement discoveries to a specific task, such as creating a dance, sequence or pattern. Because dance is an integrated movement activity, these dances will be based on the major concept (aim) of the lesson, and will also take into consideration elements from the other movement categories - Body, Space, Effort and Relationships. Children should have enough time to design their dance in general and then to re-design or clarify it. For very young children (K-1) their final dance may be a simple two-part sequence, (Skip and Spin). Older children, (2-3) may make up longer three-five part sequences and dance them with a partner or in a group. The oldest children (4-6) will enjoy creating movement sequences which lead up to real dances.

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IV. OBSERVATION

Children will learn much from observing each other. They will develop an appreciation of individual expression as they see the very different ways that their classmates responded to the same problem. Young children, and older children who are just beginning to dance, usually prefer the anonymity of 1/2 the class dancing and 1/2 observing and then switching places. Children can dance for one partner to observe, or they can dance in a few groups while many watch them. It is always preferable to ask children if they will show their dances, rather than tell them to perform. The teacher is wise to set observation tasks for the children in order to sharpen their visual acuity. i.e. "Watch and see if these children change from a high to a low level while dancing."

V. SOUND AND STIMULI

A. Instruments

Many of the lessons suggest the use of certain instruments such as drums (tambour), cymbals, tambourines, claves (sticks), maracas, etc. When unavailable, the teacher will rely upon her own voice to stimulate the movement.

For those who are unfamiliar with using instruments, practice beforehand to discover what you can make the instruments do. Accenting a beat on a drum by making it louder or a shade quicker (shorter in length) will suggest different kinds of action. Rhythms are either even or uneven. The uneven rhythm has a beat which is quicker, leaving a tiny pause in the rhythm. The most common uneven rhythm is a gallop.

In four equal intervals of time, a Galloping Rhythm:

one beat on drum	quick, louder beat	pause in silence	one beat on drum	quick, louder beat	pause in silence

...continued

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Runs, skips and walks are even rhythms. In using a drum in dance, the STOP signal is two louder beats. The first beat warns the child to cut his momentum and by the second beat, he should be still. Run - Leap! By scraping the nails on the skin of the drum, a sound which suggests slow spinning, creeping, etc., is produced. Tapping the wood drumstick on the wood rim of the drum gives a sharp, clear sound for "snaps" or "looks".

The cymbal is particularly well suited to spinning, going up and down, and exploding. Claves or sticks give a sharp "poking" or "jerky" quality. They can also make a good travelling pattern (running, hopping, galloping). Tambourines are good for skipping, shaking, fluttering, and many other actions. Maracas, bells, triangles, etc., all have great potential for stimulating dance.

B. Music

Music selections are often referred to in the lessons and in Boorman's books. Other recommended records and their source for purchase are found in Boorman 1-3, page 121. In using music the teacher should look for simplicity of sound, (one or two instruments), contrast in mood or phrasing (happy/sad, quick/slow) and repetition of phrases (a b a b c, skip, spin, skip, spin, collapse, abc abc skip, spin, jump, skip, spin, jump). Generally speaking, the shorter the music, the better. Teachers can create their own musical pieces by tape-recording into one unit, several bits and pieces from records.

C. Action Words

The basis of the dance lessons and units is action words. Boorman 4-6 pages 1 and 2 lists many words which will stimulate appropriate voice quality to the action word. The word "flick" needs a quick, light, crisp voice, while "thundering" needs a lower pitch, elongated, heavy voice.

Children can say the action words as they do them. This reinforces the action and builds up their vocabulary.

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D. Poetry and Voice Sounds

Poetry which is short and appropriate for the children's level may be used as a stimulus for dance. The teacher should draw out two or three ideas or words from the poem rather than have the class "act" out every line in drama fashion. Use poetry to stimulate quality or mood of action, not as the vehicle for "acting out". See Boorman 1-3, page 122, Boorman, Dance and Language Experiences with Children, and Boorman 4-6, page 144.

The voice can similarly suggest a mood or time quality for action. Lingering, rounded "oooaah" may be an easy, free circling glide. While "zip-zap" may be a sudden, direct dart of the arms or the whole body. See the lesson, Boorman 4-6 c i and Boorman 1-3, page 121.

The following examples of different voice sounds can be used to accompany movement. The children can move while making the sound or make the sound and then move. Sounds are either slow and sustained or sudden; they can use total body actions to accompany sounds or isolated body parts or body zones. Space and relationship concepts can also expand their ideas.

Humming, Buzzing, Cooing, Grunting, Whistling, Growling, Sighing, Purring, Hissing, Clicking, Groaning, Barking,

mmmmm..... zzzzz..... shshshshsh.....

Zip...Zip...Zip..., Beep, Beep, Beep....

Yip...Yip...Yip...

Bang!

Boo!

The above sounds can be combined to make "nonsense slogans" and rhymes:

Shshsh click, click

mmmMMM BANG!

The children can do some group presentations including their own accompaniment!

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E. Stories:

An imaginative story idea may also stimulate a quality of movement. Remember, acting out a story even in mime or pantomime, is not dance. Dance is abstracted from reality while drama is a representation of reality. See Boorman 1-3 p. 123 and Boorman 4-6, pp. 109-114.

Stimuli words are action words, stillness words or quality (mood) words.

Action Words

walk	twist	strike
run	curl	dodge
jump	vibrate	sway
hop	bend	shrink
skip	grow	clap
gallop	creep	rub
trot	crawl	squeeze
leap	jerk	whip
bounce	flop	wobble
slide	relax	shoot
skate	march	whizz
swim	stretch	whirl
step	lunge	shudder
rock	spring	climb
spin	roll	flee
shake	slither	twitch
stamp	turn	revolve
swing	toss	rotate
dart	explode	thrust
stomp	soar	bound

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Action Words Cont'd

clench	sink	swivel
wheel	skid	quiver

Stillness Words

stop	cease	delay
quiet	quit	dwell
halt	discontinue	linger
freeze	finish	lull
collapse	end	hibernate
pause	rest	unconscious
hush	calm	immobile
sleep	still	inactive
paralyzed	peaceful	dissolve
melt	hesitate	drop
anchor	stiff	tumble
fall	rigid	withdraw
hold	kill	grip
perch	shrink	grasp
seize		

Quality and Mood Words

happy	sad	angry
glad	melancholy	tense
cheerful	blue	frustrated
joyous	low	mad
ecstatic	sorrowful	troubled
gay	unhappy	nervous
bright	depressed	defeated

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Quality and Mood Words Cont'd

hearty	doleful	frantic
light	heavy	cold
little	strong	warm
gentle	big	lonely
dainty	huge	isolated
delicate	powerful	bleak
sudden	sustained	low
sharp	curved	high
angular	smooth	hollow
jerky	swing	soft
fast	slow	hard
lost	accepted	awkward
regular	tight	loose
droopy	free	confined

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VI. LESSON PLANS

A. UNIT I — CREATIVE DANCE

1. Introduction

In creative dance, the expressive aspect of movement is the main concern. Here the body is regarded as the medium for communication of ideas and feelings. The child is encouraged to discover, explore and use his imagination. He is provided with opportunities to develop an understanding of his own movement capacities, to learn the language of movement and invent and create sequences and dances on his own.

Although other forms of dance such as folk, square, modern and rhythms, with or without equipment, are more structured, we strongly encourage a transition to a more creative approach as more knowledge of these forms is obtained.

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2. Scope and Sequence of Lesson Plans

Lesson 1: Explore ways of travelling (run, skip, hop, jump, creep, rush, flee, gallop, dart).

Lesson 2: To explore travelling emphasizing the knees and elbows (poke, jab, appear, disappear).

Lesson 3: To explore sudden and then sustained action (time) (quick, flick, pick, dart).

Lesson 4: To explore changing extensions in space.

Lesson 5: To explore group work using the idea of meeting and parting.

Lesson 6: To explore travelling on four limbs and the whole body (creep, slither, gallop, roll, leap, pounce).

Lesson 7: To explore short patterns (sequences).

Lesson 8: To explore sudden and sustained actions of the whole body and parts of it.

Lesson 9: To explore spreading and shrinking actions.

Lesson 10: To explore group work (adaptation to a partner). Rise and sink.

Lesson 11: To explore ways of travelling and stopping.

Lesson 12: To explore the use of the hands and the feet in coming close together and moving far apart.

Lesson 13: To explore strong and then light actions (energy).

Lesson 14: To explore different levels.

Lesson 15: To explore group work (adaptation to a partner) far and near.

Lesson 16: To explore actions of rising and sinking, skipping, jumping, stamping and spinning.

Lesson 17: To use body parts in gesture (gallop, swish, shake, hop).

Lesson 18: To explore strong and then light actions.

Lesson 19: To explore different directions (skip, bounce, slide and look).

Lesson 20: To explore group work (follow a leader).

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Lesson 21: To create movement patterns emphasizing body parts. (poke, jab, spin, hop, skip, jump).

Lesson 22: To explore rising and sinking actions (Using the feet as a base) Rising - left, rise, open. Sinking - collapse, lower, fall, sink, drop.

Lesson 23: To explore sudden, light actions and slow strong actions.

Lesson 24: To explore different pathways.

Lesson 25: Enrichment (Growliumpik) To explore and develop an Action Word Sequence (poke, jab, kick, sneak, creep, race, leap, twirl).

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LESSON 1

Objective: Explore ways of travelling (run, skip, hop, jump, creep, rush, flee, gallop, dart).

DANCE GRADE ONE **CREATIVE DANCE**

Overview: The two all important beginnings of dance are: extending the vocabular of whole bodily actions then learning to give them the beginnings of form by putting them into verse or sentences of action.

Equipment: Sticks, tambour or drum

Introductory Activity:
Walk about the room, not touching anyone. Find your own space and sit ready to move.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
How big can you be as you move? How small?	Discuss various movements.
What different ways can you move? Stop. Can you move another way?	Comment on movements which show imagination.
How can you move on two feet? Can you run? How else can you travel?	Point out various body parts used.
Find two other parts of your body you can move on.	Have children share their ideas.

Consolidation:

Have children move to the suggested verses.

Make up your own.

Fly, fly way up high
roll, roll way down low
fast, fast, faster you go
slow, slow, ever so slow
skip, skip, skippity
skip and jump, jump, jump.
Race and race and race around
then tip toe quietly
over the ground.

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Evaluation of Lesson:

LESSON 2

Objective: To explore travelling emphasizing the knees and elbows (poke, jab, appear, disappear).

DANCE GRADE ONE CREATIVE DANCE

Overview: In this lesson the children will have the opportunity to express themselves by using specific body parts in emphasizing the action.

Equipment: Tambour or drum

Introductory Activity:

In a group, the teacher has children experience their knees and elbows. Have them feel their knees and elbows, their neighbours'...(smoothness, bumpiness). What do these parts do as we rise and sink, spread and shrink?

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
Can you make your elbows and knees rise and sink, appear and disappear in your personal space?	Have children spend time developing this.
How magically can you make your knees and elbows appear and disappear as you travel?	
How can you make your knees and elbows spread and shrink?	
at a low level? high level?	

Consolidation:

As you move to the drum beat, make your knees and elbows appear and disappear.	Have children really poke out their knees and elbows as they travel.
	Change the rhythm.

Evaluation of Lesson:

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LESSON 3

Objective: To explore sudden and then sustained actions (time) (quick, flick, pick, dart).

DANCE GRADE ONE CREATIVE DANCE

Overview: In this lesson we will expose the child to time (sudden and sustained), how it feels and in what parts of the body it can most effectively be performed, how it effects other people and what it portrays.

Equipment: Sticks, claves or wood block, cymbal

Introductory Activity:

Discuss what kinds of things move or happen very quick or sudden (balloon bursting, alarm ringing, etc.). Mimic these things.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
Can you touch the floor all around you as if it is hot?	- children seated... - accompany their movements
Now let your fingers pick the space about you: high, low, behind.	
Can your toes flick off the floor?	- hot floor while walking - sound accompaniment
Can you flick your tongue like a frog at a bug? All around?	

Consolidation:

Using various body parts, start curled up and let the sounds tell you to move.	- quick, quick, flick, pick - be...a small flicker ...a bigger picker - travelling quickety quicker

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Skill Development:

TASKS	*TEACHER SUGGESTIONS*
Now let your fingers glide across the floor, air in slow motion.	- slow as you can go

....continued

Skill Development continued:

TASKS	*TEACHER SUGGESTIONS*
Can you make a slow circle?	- all around
Use the other arm.	
Can you let your toes glide around you?	- first one leg then the other
Lie back and let your legs glide and draw a slow motion picture.	- try both together
Can your fingers glide your body slowly up to the sky?	- slow, slow, gliding grow
Can your arms glide you back?	- down, down, way down low
Can you glide up and take moon steps while looking around slowly?	
Backwards?	

Consolidation:

Do a dance about an astronaut who gets zapped by a space gun:

Gliding moon walk - continuous ring of cymbal.

Quick flick picker sound when he gets zapped (tap cymbal with stick).

Glide - quick flick - glide (quick pick)!

Evaluation of Lesson:

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LESSON 4

Objective: To explore changing extensions in space.

DANCE GRADE ONE CREATIVE DANCE

Overview: The important point here is to develop an awareness in children of how they can vary their size both in relation to space in general and in relation to other people; and how they change from one size to another.

Equipment: Tambour or drum

Introductory Activity:

Sitting in a group, shake your hands hard then clench them.

Shake your hands then spread them.

Shake your hands then clench them and make your body fold around them until it is small and tightly gripped.

From this position, change to spreading the body out when the hands spread out.

Repeat these several times.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
Find ways to make yourself very small and then big.	- allow time to explore this idea
Can you have a conversation with a partner telling what size you are with your body?	- "I am big." "I am small."
Shake your hands again; make one big and one small.	- have children practice this
How can you make one part of you large and the other small?	

Consolidation:

Show your discoveries to your partner. Have her or him guess which is large and which is small. Have another conversation with partner about size.

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Evaluation of Lesson:

LESSON 5

Objective: To explore group work using the idea of meeting and parting.

DANCE GRADE ONE CREATIVE DANCE

Overview: In this lesson we will expose the children to interaction as a group unit with the teacher.

Equipment: Claves, castanets and cymbal, tambour or drum

Introductory Activity:

Have children choose a corner and hop, jump or skip towards it then spin slowly back to centre.

Experience several times.

Make a group of four or five and sit close.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
As a group, can you find one way of travelling towards a corner and a different way of returning?	- allow children time to absorb - try 2 or 3 different ways
Instead of from centre to corner, can you move from and to another group? Use the same actions practised.	- demonstrate - find another group to work with
Can you explore the following combinations: -starting together - parting - meeting -starting apart - meeting - parting -one group parting - the other meeting	

Consolidation:

Show how your groups have decided to make a short sentence of meeting and parting.	- children should practise - use their own accompaniment - demonstration

Evaluation of Lesson:

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LESSON 6

Objective: To explore travelling on four limbs and the whole body (creep, slither, gallop, roll, leap, pounce)

DANCE GRADE ONE CREATIVE DANCE

Overview: In this lesson the children will begin to experience some of the more unfamiliar movement vocabulary by being guided in the exploration of less familiar actions.

Equipment: Tambour or drum

Introductory Activity:
Involve a short discussion on the various movement habits of four-legged animals and animals with no feet or legs. Children can then dramatize these animals as they go.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
Explore ways in which you can move on four limbs or be the animal you choose. Be large and small animals. Can you crawl out of a tight spot? Can you sneak up on someone without him seeing you? Be small. Can you roll to get something off your back?	- use creative drama to stimulate whole body actions

Consolidation:
Can you combine the methods of travelling that you have used so far?
Travel on 2 parts, 4 parts or whole body.
On the beat of the drum change method of travelling.

Evaluation of Lesson:

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LESSON 7

Objective: To explore short patterns (sequences).

DANCE GRADE ONE CREATIVE DANCE

Overview: In previous lessons the children have been exposed to various ways of travelling. Our intention here is to combine some of those ways of travelling into patterns or sequences.

Equipment: Tambour or drum.

Introductory Activity:

What is a pattern? Tires make patterns. Patterns keep repeating. Have children clap or stamp out rhythms with two part pattern A, B, A, B.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
Choose two means of locomotion. Can you make a pattern?	- eg. walking and spinning, running and leaping, twirling and crawling, jumping and rolling
What other ways of locomotion could form an interesting pattern?	
Can you find a pattern that you like?	

Consolidation:

Children practise their patterns and present them to the class.
Try a more difficult pattern.
Children may accompany pattern with rhythms.

Evaluation of Lesson:

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LESSON 8

Objective: To explore sudden and sustained actions of the whole body and parts of it.

DANCE GRADE ONE CREATIVE DANCE

Overview: In this lesson the two extremes of the time scale will be developed together so that the children come to learn not only the bodily mastery and feel of these actions but can change from one to the other with ease.

Equipment: Rhythm sticks

Introductory Activity:
Have the children explore sudden movements with various parts of their body in contact with the floor about them (near, far, around). Use rhythm sticks for accompaniment. Emphasize (fingers, knuckles, elbows).

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
Can you find ways of changing from using knuckles to fingertips to elbows, etc.? Where can these parts be placed on the floor?	- encourage children to move from sitting to kneeling to standing
Now can you make your movements to the ceiling?	- movement sudden, jerky
Find other parts that can make quick movements.	
Can you make a statue then suddenly change its shape?	- repeat several times
How many quick actions can you make between changing from one statue to another?	
Can you nod your head, shoulder very slowly?	- take a long time to do it
Can you nod your shoulder and head together?	
Which other parts of your body can you move very slowly?	
How slowly can you sink down to the floor and how slowly can you get up?	

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....continued

Skill Development continued:

TASKS	*TEACHER SUGGESTIONS*
How can you sometimes move very quickly and sometimes very slowly?	- at this point you should be able to introduce voice sounds, percussion or music

Consolidation:

Show me a sentence of actions that changes from being very sudden to being very slow.

Evaluation of Lesson:

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LESSON 9

Objective: To explore spreading and shrinking actions.

DANCE GRADE ONE CREATIVE DANCE

Overview: In this lesson we shall expose the children to the concept of spreading and shrinking by introducing such action words as grow, shoot, spread, reach open, shrink, disappear, close and shrivel.

Equipment: Elastic bands and electronic music (optional).

Introductory Activity:
Discuss with the children how water spreads when it is spilled and how it shrinks when it is soaked up by a sponge; how a balloon spreads when inflated and shrinks when deflated. In personal space allow children to experience spreading and shrinking by dramatizing some of the ideas gathered in the discussion.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
Can you let your arms grow? Reach?	-Have children remain in personal space.
Now let them shrink.	-Explore spreading - long, thin, wide, low, open.
Can you let your fingers appear... disappear?	-Explore shrinking - short, small, closed.
Now show how your legs can rise, open spread and slowly shrivel away.	-Repeat these tasks at different speeds.
Now let's see a shrivelled body rise.	-Explore various alternate actions with the children.
Now let it shoot.	-Explore various body bases in order to create these actions.
Can you open wide and melt down?	
Let's see one body part shrink and another body part spread.	
Can you make a large action then a small action.	

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Consolidation:

Elastic bands can stretch, stretch, stretch and snap! -Repeat.

Elastic bands can stretch into a funny shape, another shape, an upside down shape but then they snap.

Can you control your partner?

-Use elastic bands as a stimulus to guide them through an elastic band dance. Electronic music could serve as an accompaniment.

-Allow children to improvise.

-One child manipulating elastic and the other child mimicing it.

Evaluation of Lesson:

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LESSON 10

Objective: To explore group work (adaptation to a partner). Rise and sink.

DANCE GRADE ONE CREATIVE DANCE

Overview: In Lesson #5 the children worked as a group. In this lesson we will build on that group interaction by having the children work with a partner (the teacher). Together they will explore such action words as grow, reach, explode, pop, crash, sink, drop and melt.

Equipment: Percussive instruments (tambour, tambourine and cymbal).

Introductory Activity:
Have the children explore various travelling movements while approaching and retreating to and from a partner.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
Can you start at a very low level? Now grow slowly. (Can you bow very low? Now grow, grow, oh so slow!)	-Have children grow with you so as to control the speed of their growth. -The childs body must finish in a relaxed position.
Melt away slowly into a puddle.	-Use a slow beat on tambour or a slow shake of tambourine.
Let's try it again but listen to the sounds this time.	-As the teacher melts the children grow (sound accompaniment).
Can you do the opposite to me?	-Make an explosive sound.
Let's repeat our actions in reverse.	
Now curled up show me an explosion rather than a slow grow then melt down.	-Make a crashing sound.
Can you do it again?	
Let's grow again slowly but rather than melt, can you crash down?	-Children should finish flattened right out. There <u>shouldn't</u> be any tension.
Let's try it again (grow-crash).	
What haven't we tried? Right! Explode and crash. Lets really explode and crash this time.	
How about in reverse - can we do it? Crash then explode.	

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Consolidation:

Let's work opposite to each other. As I move up, you move down, and as I move down, you move up.

-Have children listen to the sound you will use. Then alternate the sudden, slow rhythms.

Evaluation of Lesson:

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LESSON 11

Objective: To explore ways of travelling and stopping.

DANCE GRADE ONE CREATIVE DANCE

Overview: The purpose of this lesson is to review travels from previous lessons and to expose the children to various stopping actions such as freeze, settle, hold, anchor, grip, pause, and perch. It is the intension of this lesson to emphasize the quality of the stop.

Equipment: Tambour or drum.

Introductory Activity:
Have the children run and stop in different spaces about the room. Keep it continuous. You might have the children count three at each stop.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
Walk about the room but stop on the drum beat(s).	
Can you really freeze when you stop? (Don't even move your eyes)	
Let's try it again.	
Can you try another travel? (run, skip, creep, jump)	
Can you stop in a different way? (settle, hold, anchor, grip, pause, perch)	-Settle - a low relaxed position. Hold - your muscles are holding you back. Anchor - one body part is anchored and cannot move. Grip - you are gripping something to keep you from moving. Pause - a quick stop and go. Perch - stop up on something.
Can you stop in an interesting shape? A funny shape?	
Can you stop in a big shape?	
How about a small shape?	
Show me a stop on body parts other than your feet.	

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Consolidation:

Use a dramatic story to motivate a movement sequence, i.e. - "Riding in Daddy's Car"

1. Stillness - car in garage
2. Walking - slowly backs out
3. Turning - going around corners
4. Stops - lights, crosswalks
5. Walk - building up speed
6. Run - on the highway
7. Slow down - out of gas
8. Stillness - stopped

-Accompany verbal directions with percussive sounds.

Evaluation of Lesson:

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LESSON 12

Objective: To explore the use of the hands and the feet in coming close together and moving far apart.

DANCE GRADE ONE CREATIVE DANCE

Overview: In this lesson the children are guided to concentrate upon using parts of the body to emphasize whole actions. Here their movements will take on a new clarity and they start to express themselves more clearly in action.

Equipment: Tambour or drum

Introductory Activity:

Have the children sitting with their legs in front of them. Let them tap the floor lightly and quickly with their toes. Accompany with quick light taps. Try various rhythms. Let them experiment with moving feet apart and bringing them together.

Skill Development

TASKS	*TEACHER SUGGESTIONS*
How can you make your own pattern of movement with your feet when you are sitting on the floor?	-Children working in their own space. Have the children travel to new spaces periodically.
How can you join this pattern to travelling to another place where you start your same pattern again?	-Here the children practise a selected pattern.
Can you find a space? Now bring your hands and feet close together. Now gradually let your hands leave your feet. How far away can you move them? Now suddenly bring them together again. Can you think of three ways to make your hands and feet move away from each other and come together again? Can you make your feet and hands constantly change from being close together to far apart while travelling?	-Observe and have children demonstrate some of their ideas. -Give the children time to experiment.

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Consolidation:

Make a short sentence of action that shows:

-only your feet being used

-your feet to travel

-your hands and feet being used

-your hands and feet being used while you travel

(Constant development of "theme"; feet together and apart, hands and feet together and apart).

Evaluation of Lesson:

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LESSON 13

Objective: To explore strong and then light actions. (energy)

DANCE | GRADE 1 | CREATIVE DANCE (grip, explode, push, collapse, flee, flit, twirl)

Overview: When we change the time factor in an action there will occur a change in the degree of muscular energy being used. Therefore strong actions will contain a high degree of muscular tension, where as light actions will contain only enough muscular tension to maintain the action.

Equipment: Tambour, triangle, bells, Listen and Move, Record #1, "Continuity and Stop" and "Ringing Xylophone".

Introductory Activity:
-Gallop about the room in different directions.
-Discuss things that are strong and powerful.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
-Can you grip one hand? -Can you grip the other? -Can you grip one foot? -Can you grip the other?	-Really squeeze.
-Can you grip your chin? -Can you grip your whole body? -Can you explode?	-The explode is necessary to release the tension of the grip.
-From a collapsed shape can you push your way up?	-Use your hands, shoulders etc.
-Collapse on another base. Can you rise again pushing your way up?	

Consolidation:
Grip - explode.
Push - Collapse.

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Skill Development:

TASKS	*TEACHER SUGGESTIONS*
-Can you quickly flee on your toes and freeze?	-Flee into empty spaces. Stay on toes.
-Can you freeze at a lower level?	
-Can you flit from spot to spot?	-Let's not hear the feet. You may be jumping on glass.

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-Let's make a sequence. Flee - flit, flit, flit - flee.
-Now can you twirl about up high and low. -Twirl both directions.

Consolidation:

Sequence dance with sound or music accompaniment. "Ringing Xylophone".

1) Flee - flit, flit, flit.
2) Flee - twirl.
3) Flee - flit, flit, flit.
4) Twirl - flee, flee, flee.

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LESSON 14

Objective: To explore different levels.

DANCE GRADE ONE CREATIVE DANCE

Overview: In this lesson we will expose the children to the three levels in space. We will explore the action words of gallop and leap to emphasize high levels, wiggle and squiggle for low levels and the run at normal or meduim level. The freeze is used at all levels.

Equipment: Tambour or drum

Introductory Activity:

Discuss several objects familiar to children in terms of high, medium, and low level.
Have them mimic some of those objects with the teacher guessing what they are.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
To the drum can you run and freeze. (2 drum beats)	-Repeat
When the drum says freeze can you stop at a low level? (Repeat)	-Point out flat, round and angular shapes.
Now can you freeze being very high? (Repeat)	-Really Stretch.
This time can you freeze medium? Not high, not low.	-Point out interesting shapes.
Now let me see some sky horses. Gallop and leap into the clouds.	-Use arms to get higher.
Show me the Mud Bugs. Wiggle and squiggle and roll in the mud.	-Point out movement on backs, sides and tummies.

Consolidation:

Each child takes a partner. Let them decide who will be high and who will be low. To the drum the first child travels high and freezes high. Then the second child travels low and freezes low while the first child holds his shape. Let the children switch levels.

Evaluation of Lesson:

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LESSON 15

Objective: To explore group work (adaptation to a partner) far and near.

DANCE GRADE ONE CREATIVE DANCE

Overview: The initial group work exploration means working with a partner. Here the child is exposed to cooperation and coordination in the sharing of ideas and the working with simultaneous action.

Equipment: Tambour or drum, tambourine.

Introductory Activity:

Review the levels of space by having the children travel different ways and freezing at a high level, low level and a medium level.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
From the floor let your thumb spin you up near the ceiling and spin down.	-Get as far from the floor as possible.
Can you lead your spin with another body part (elbow, nose etc.)?	-Point out various parts to the children.
Choose the person closest to you as a partner. One start high the other low. Change levels spinning with the tambourine. Can I see a body part leading? Repeat several times.	
Skip with your partner to a new spot. One freeze high, one low. Now can you spin, spin, spin. Skip to a new spot.	

Consolidation:

With drum and tambourine or suitable music let the children work out the above sequence with their partners. Skip - spin - spin - spin - spin - skip.

Evaluation of Lesson:

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LESSON 16

Objective: To explore actions of rising and sinking, skipping, jumping, stamping and spinning.

DANCE GRADE ONE CREATIVE DANCE

Overview: In this lesson we will again explore whole bodily actions by exposing the children to the actions mentioned in the objective. The extension of this vocabulary will allow the children to create short sentences of two actions.

Equipment: Tambour or drum, cymbal, tambourine.

Introductory Activity:

-Rhythmical tapping of the floor with feet from a sitting position. (Short quick taps to long slow taps.) Use drum to accompany.
-Have children accentuate lifting action of feet from various positions. Slow down action and accompany action with a cymbal.
-Now lift other parts while feet are on floor. Parts rise from feet then sink back again. Accompany with a cymbal.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
Find as many ways as possible of rising away from the floor and sinking into it again.	
Choose one way of rising and one of sinking and repeat them three times and stop.	
Now travel about with skips and jumps making feet come as far away from floor as possible.	-Encourage children to see their feet in front, sides, behind.
When you are in the air; are your feet together or apart? How do you get a long way in the air?	
Now find a space and imagine the floor is wet sand. Can you make deep imprints in it with your feet as you travel all over? Can you use just your toes or heels? How can your whole body help you?	-Allow children time to explore.
Show how you barely disturb the sand while travelling high and how you make deep imprints while stamping or jumping.	-Push down hard with all of your body. -Repeat by alternating these two ideas.

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From a spot on the floor spin up, then down.

Can you reverse this?

Can you spin up fast and spin down slow?

Can you reverse that?

Which parts lead you up and which down?

Consolidation:

Choose two of the following actions and make your own sentence of action: rising, sinking, skipping, jumping, stamping and spinning.

Evaluation of Lesson:

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LESSON 17

Objective: To use body parts in gesture (gallop, swish, shake, hop).

DANCE GRADE 1 CREATIVE DANCE

Overview: Gesture is the use of body parts (arms and legs) in motion to express an idea or a feeling. In this lesson the children will use their arms and legs to help them gallop and leap, and their heads and seats to shake as they mimic the actions of the "Horse" in their activity.

Equipment: Tambour, tambourine, castanets or bells, Listen and Move, Record #5, "Gallop".

Introductory Activity:
-Review rising and sinking, skipping and jumping, stamping and spinning.
-Discuss horses and the kinds of things they do.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
-Show me horses galloping high.	-Use a strong drum beat Ta-dúm
-Can we see really big knees?	
-Let's listen to the music-can we gallop to the music?	-Avoid others.
-Can you gallop around the corral across the meadow and through the trees?	-Allow time to explore this.
-Sometimes horses have to jump over fences and creeks. How can you show a gallop and a leap?	-Use arms to help you leap higher.
-Let's stop to catch our breath. Can we shake our tails? and then our manes?	-Swish, swish. Shake, shake.
-Then gallop off.	-Use a tambourine.

Consolidation:

Let's have galloping, leaping, shaking horses fill the room.	-Dance to the entire piece of music a couple of times.
Can we begin and end our dance in a freeze shape.	-Have half demonstrate while the other half watches. Switch.

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LESSON 18

Objective: To explore strong and then light actions.

DANCE GRADE ONE CREATIVE DANCE

Overview: When children are given the opportunity to explore these two factors, they discover the strong, resistant, powerful sensation of the actions using considerable muscle tension, and the light, buoyant, delicate sensation of the actions using little muscular tension.

Equipment: None

Introductory Activity:

Have the children find their own space to lie on their back and close their eyes.
Follow these instructions:
-clench one hand
-clench the other hand
-clench one foot
-clench the other foot
-clench every part of your body
-let it relax
Repeat the above rhythmically 2 or 3 times. In your own way find a way to make one part of your body strong. A second part, a third part. Repeat this sequence accurately several times.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
Can you run quickly everywhere in the room?	-Repeat several times.
Can you breathe deeply?	
Can you let your arms, chest and head lift you from the floor as you breath in?	-Explore several times.
Now join together breathing very deeply, lightly lifting your body away from the floor, and then travel and stop.	
Now can you breath in deeply, travel and let the air out when you stop?	
How do your feet help you to travel quickly and lightly?	

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Now let your whole body relax as you collapse to the floor.

Now join together - clenching body parts one by one, and letting the strong action bring you to your feet, breathing deeply and immediately travelling very lightly until you stop and collapse.

What other ways can you join one part of the sentence to the other?

Consolidation:

-Make groups of three.

-Are you a strong group or light group? Starting in a close group near the floor show as you rise and travel which of the two qualities you have chosen to be. (It is important that the children depict the quality they are expressing.) Others may guess. One group may show its idea to another.

Evaluation of Lesson:

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LESSON 19

Objective: To explore different directions. (skip, bounce, slide and look)

DANCE GRADE 1 CREATIVE DANCE

Overview: The body moves foreward, backward, sideways to the right and left, upward and down through space.

Equipment: Tambourine, Listen and Move, Record #3, "Rhythmic" and Children's Rhythms in Symphony, "The Wild Horseman".

Introductory Activity:

-Discuss directions.
-Travel quickly and lightly over the floor.
-Listen to "Rhythmic".
-Have children point out its different parts and try to discover the actions.(step, bounce, step, bounce, spin up & down)

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
1. Can you step in different directions?	
-Let's add a bounce.	-Step, step, bounce, bounce, bounce.
-Can we finish with a spin down and a spin up?	-Allow time to experiment.
-Let's listen to the music again.	
-Let's try the dance.	
2. Show me daddy's car going forward down the road.	-No accidents freeze.
-Can you slowly go in reverse.	
-Repeat.	
-Can you slide along and follow your finger?	-Side gallop. Arms up and finger pointing your direction. Keep eyes focused where fingers point.
-Now can you follow your other finger? Repeat.	
-Can you change to hands on hips and follow your elbows?	
-Let's skip foreward all around the room.	-Look for empty spaces.
-Now bounce, bounce and bounce backwards.	-Say bounce as you do it.
-Can you alternate skip bounce and slide.	

Consolidation:

Show me by your starting position whether you are going to slide, skip or bounce.	-Decide what you are going to do first. (skip, bounce or slide)
The drum will say begin, then it will tell you when to change.	-eg. Two beats.
Let's try it to the "Wild Horseman"	-Listen to music first.

LESSON 20

Objective: To explore group work (follow a leader).

DANCE GRADE 1 CREATIVE DANCE

Overview: In this lesson we will use an interpretation of "Jack and Jill" Nursery rhyme to explore activities of a follow the leader nature.

Jack and (Jill) Bill went up the hill
to fetch a pail of water.
Jack fell down and broke his crown and
Jill came tumbling after.
Up Jack got and home did trot as
fast as he could caper.
Jumped in bed to rest his head and
Jill came scurrying later.

Equipment: Children's Rhythms in Symphony, "The Wild Horseman".

Introductory Activity:

-Skip, bounce and slide to "The Wild Horseman".

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
-Let's say the nursery rhyme together.	
-How might Jack and Jill go up the hill? Try all suggestions.	-Run, jump, hop, skip, etc.
-What if the hill is steep?	-Travel with effort.
-What about a gentle slop?	-Travel with speed.
-Can you stand beside the person closest to you?	-One be Jack the other be Jill(Bill)
-All the Jacks travel about the room in many different ways.	-Use all the space and stop on signal.
-Can all the Jills (Bills) follow and catch up?	
-Let's reverse (Jill goes first)	
-Can you fill the pail with water?	-One partner holds pail while other pumps.
-Jack falls and rolls down hill.	
-Jill falls and rolls after Jack.	
-Up Jack gets and hurries home.	-Children can travel in different ways.
-Jack then makes a big jump into bed and lays still.	-Jack freezes.
-Jill comes scurrying home to check on him.	-Jill finishes by freezing on one knee at Jacks side.
-How does Jill scurry home? (run, skip, leap, hop, etc)	

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Consolidation:

The children should decide how to interpret each part and practise them individually. Some time should be spent on falls and rolls.

Now let's repeat the whole rhyme moving to each part as it is spoken. Children switch places.

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LESSON 21

Objective: To create movement patterns emphasizing body parts (poke, jab, spin, hop, skip, jump).

DANCE GRADE 1 CREATIVE DANCE

Overview: In an earlier lesson the children were exposed to actions of the knees and elbows. It is our intension here to develop those actions further in order to make a pattern. The children will try to internalize the pattern and coordinate it to music.

Equipment: Tambour, Tambourine, Cymbal, Listen and Move, Record #3, "Rhythmic"

Introductory Activity:
-Review patterns from lesson #7.
-Review elbows and knees from lesson #2.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
-Can you stick out your elbows and let them poke, poke, poke.	-Make a pattern with elbows.
-Can you stick out your knees and let them jab, jab, jab, jab.	-Make a pattern with knees.
-Do you poke everywhere?	-Repeat sequence.
-Do you jab behind and up high?	
-Let's try the music emphasizing knees and elbows.	
-Can you travel emphasizing your feet with hops, skips and jumps?	-Show your feet as you travel.
-Let's listen to the music.	-One foot, one foot, foot, foot, foot, foot.
-Again let's move to the music emphasizing the feet.	-One foot, one foot, foot, foot, foot.
-Can you try the music this time emphasizing either feet, knees or elbows or both?	
-Starting near the floor can you spin up to the ceiling leading with you hands? Now spin down.	-Repeat. Emphasis on body part leading encourages range of extension and contraction of spin.
-Let's listen to the second phase of the music.	-Accompany with percussion, then music.

Consolidation:
Let's do the entire dance first individually then facing a partner.

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eg.One jab, one jab, jab, jab, jab, jab.

eg.One poke, one poke, poke, poke, poke.
Spinning down.
Spinning up.
Spinning down.
Spinning up.
One hop, one hop, hop, hop, hop, hop.
One jump, one jump, jump, jump, jump.

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LESSON 22

Objective: To explore rising and sinking actions (Using the feet as a base)
Rising - left, rise, open.
Sinking - collapse, lower, fall, sink, drop.

DANCE GRADE 1 CREATIVE DANCE

Overview: In this lesson the children will explore the directions of up and down as well as the corresponding extensions of big and small in greater detail. We will complete the lesson by combining some previously discovered travelling actions with the rise and sink concept of this lesson.

Equipment: Tambour, drum, tambourine.

Introductory Activity:
-Travel and freeze different ways.
-Let's test our personal spaces by spinning one way then the other, up and down.
-Let's talk about objects that rise and sink. (gather many ideas)

Skill development:

TASKS	*TEACHER SUGGESTIONS*
-Can you dramatize some of the objects you have named?	-Children working in personal space. -Identify some of their ideas.
-Can you experience a slow smooth rising and sinking? (open and close)	-Indicate quality of rise and sink with action words.
-Now try a rapid, jerky rising and sinking.	-Allow children to experience this as they travel in general space.
-Can you rise and sink to my voice?	-(pop or poke, and drip) -Rise, rise, rise, rise, rise, rise, sink, sink, sink, sink. Voice indicates speed.
-Can you rise and sink to the instrument?	-Cymbal, tone bar or triangle.
-Can you do the opposite to the teacher?	

Consolidation:
Combine rising and sinking with travelling actions to form a sequence.
Open - gallop - freeze - close.
Poke - creep - freeze - drip.

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LESSON 23

Objective: To explore sudden, light actions and slow strong actions.

DANCE GRADE 1 CREATIVE DANCE

Overview: The children are enlarging their movement vocabulary when they learn to control the elements of time and energy. They are developing a higher physical skill level and they are learning to select the correct degree of time and energy with which to convey an idea in movement.

Equipment: Cymbals, Tambourine, Children's Rhythms in Symphony, "Run, Run (Pt. 1)".

Introductory Activity:

-Travel about the room in different ways, freeze, sink and rise.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
-Can you curl up in a space on the floor?	
-Very slowly can you grow bigger then suddenly curl up again.	-Repeat several times.
-This time as you grow bigger can you grow stronger?	-Get children to push from floor with body parts.
-Let's be sure we grow upwards. Which way do you grow bigger and stronger? Which part pushes first? Do you come straight up or do you turn a little?	
-Can you shake your hands very quickly? Stop!	-Have children repeat this. Accompany with tambourine.
-Can your shaking hands travel around your body?	-Give time to explore.
-Can you make feet shake lightly in the air?	
-Can you travel very quickly and lightly about the room?	-Keep hands and feet moving all the time.
-Let's listen to the music.	-It says Hurry, hurry, hurry.
-With the music, how can you travel quickly and lightly everywhere in the room?	-Repeat 2 or 3 times.

Consolidation:

-Begin curled upon the floor.
-Gradually grow stronger and bigger until on feet.
-Travel very quickly and lightly about the room.
-Now slowly and strongly curl up again. Explore without music to begin with. Now let's formulate the entire sentence of action using the music to accompany the center section.

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LESSON 24

Objective: To explore different pathways.

DANCE GRADE 1 CREATIVE DANCE

Overview: Pathways are always present in all travelling movements, however the children are not usually very aware of the path their travelling action will take them. Exploration of such pathways as straight, wiggly or curved and zig zag will enhance the child's perception of travel as he learns to use space more effectively.

Equipment: Cards with pathways drawn, Listen and Move, Record #3, "Nimble" and "Brisk".

Introductory Activity:

-Let's dip our feet in the big paint pot and travel all over the room going everywhere.
-What can you tell me about the pathway your body took.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
-Can you make a straight line on the floor with your travel?	-Children dip feet again.
-Can you make a backwards straight line?	-Make it with a stamp, stamp, stamp. (verbal or drum)
-Can you skip a straight line with a partner?	
-Can you make a straight line to and from your partner?	-Turn before the walls.
-Now can you race wiggly lines all over the floor?	-Backwards too.
-Can you make a letter S?	
-How about an O?	
-Can you draw curving patterns in the air with your paint brush?	-Use other body parts to draw curvy patterns in the air.
-Listen to the music. Using the music try travelling in very curvy pathways.	-"Nimble" Use any method of travelling (run, skip, hop, gallop etc.)
-Can you change your method of travelling often?	
-Can you walk in a zig zag pathway making a large pattern?	-Use body parts to draw zig zags in the air.

Consolidation:

-Listen to the music "Brisk". Decide how you are going to travel to the music. Make a painting dance that puts lots of colour all over the room. Travel in any way choosing one particular pathway. Change pathway often.

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LESSON 25

Objective: Enrichment (Growliumpik) To explore and develop an Action Word Sequence (poke, jab, kick, sneak, creep, race, leap, twirl).

DANCE GRADE 1 CREATIVE DANCE

Overview: Growliumpik is usually a very successful stimulus for young children. It uses the Music "Creatures of the Garden" which is in three parts.

a) Slow ominous or sombre.
b) Medium speed, somewhat lighter in mood.
c) Fast, vigorous or strong mood.

This lesson attempts to simultaneously develop many of the movement skills in the following order:

1) Body shape.
2) Body parts leading an action. Effort actions. Change in levels. Use of personal space.
3) Focus. Change of direction. Use of general space. Bound flow. Body shape (symmetry - asymmetry)
4) Change in speed and levels.
5) Development of a vocabulary of short original dances.

Equipment: Sticks, Tambourine, Drum, Children's Rhythms in Symphony, "Creatures of the Garden".

Introductory Activity:

-Tell the Story of Growliumpik.
-Growliumpik is buried in a hole 500' deep for 200 years. Then he begins to dig himself out. Imagine what he looks like! He is afraid people will laugh at him so he creeps and sneaks around avoiding people. Then he meets some children who want to be his friends and he is so happy he jumps and twirls around.

Skill Development:

TASKS	TEACHER SUGGESTIONS
-Show me poor Growliumpik. What kind of shape would he have?	
-How does he start digging his way up? (Use sticks for accompaniment)	-He pokes and jabs and kicks for a long time. -Develop movement quality - many body parts with strong quick actions.
-How do you move now that you're out of the ground?	-Use tambourine. Look all around, sneak and hide if anyone comes.
-How do you react when you meet some friends?	-Race, leap and twirl.
-Show your happiness	-Laugh, cheer, clap-Quick drum beats.

Consolidation:

Listen to each part of the music. How does the music describe Growliumpik's story. Now put your ideas to the music.

B. UNIT II

CREATIVE FOLK DANCE

1. Introduction

a) Folk Dance is defined as a traditional dance of a given people. In this form a definite pattern of dance is usually specified and followed. However in physical education, the elementary school programs utilize many variations and departures from the traditional dance. This approach can be said to be a more creative one thus the title "Creative Folk Dance". In Kindergarten and the early primary grades, simple fundamental locomotor movements are the basis for the dances whereas more specialized steps such as: Bleking, Circassia, Schottische, Polka, etc., are introduced in the upper elementary grades.

b) Method of teaching folk dance - For the most part the indirect method is by far the most effective, however from time to time when demonstration of more specialized steps is needed the direct method is necessary.
All steps and actions should be taught separately prior to learning the dance of which it is a part. This is a very efficient method as the children can concentrate on one element, the step, at a time. In order to make exploration and learning of various steps much easier, familiarity with the music and rhythm is of the utmost importance.
Be sure to begin with the simplest of formations, children scattered in personal spaces. This way children can concentrate on their own movements without the worry of coordinating with a partner or group. As the children progress in their abilities they may progress to other formation such as lines, single circles and double circles.

The sequence of presentation used in the lessons allows each child to explore and discover the various steps and actions of the dance. The children begin their exploration of the dance movements with voice or percussion accompaniment which eventually leads to the introduction of the music. These steps or actions are each explored separated and are usually done in their simplest form followed by such variables as directions, levels, pathways and any combinations of the above elements in conjunction with the step. The tempo of the verbal cues and the percussion instruments should approximate that of the music, unless the speed of the dance is quite difficult and must be approached gradually. The verbal cues are very important and should be used liberally throughout the lesson.

The final phase is to develop the "dance" by putting together in sequence fashion the steps and actions explored throughout the lesson. These can be specific actions or those created by the children. As children become more familiar with folk music (tempo, phrasing, instruments, pitch, etc.), they are more capable of creating their own dance steps and actions to the music.

c) Conclusion- It is hoped that the experiences you and your children share in "folk dance" are very "rewarding," truly "educational" and above all "enjoyable".

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2. Scope and Sequence of Lesson Plans

Lesson 26: To explore running, and twirling actions to the music "Pussy Cat, Pussy Cat".

Lesson 27: To explore galloping and shaking while moving to the music "Go Round and Round the Village".

Lesson 28: To explore skipping steps and shaking actions using various body parts to the music "Here we go Looby Lou".

Lesson 29: To develop a dance using walking steps, actions of various body parts, skipping, twirling and freezing to the music "Gay Musicians".

Lesson 30: To develop a dance using stamping, skipping, and turning actions to the music "Ten Little Indians".

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LESSON 26

Objective: To explore running, and twirling actions to the music "Pussy Cat, Pussy Cat".

DANCE GRADE 1 CREATIVE FOLK DANCE

Overview: The music in this lesson originates from the Nursery Rhyme of the same name. The children will explore combinations of running and twirling in individual as well as group situations.

Equipment: Tambour or drum, Tambourine, Folk Dancing for Kindergarten and Early Primary Grades, Hoctor Records 4026, "Pussy Cat, Pussy Cat" (English Folk Dance).

Introductory Activity:

-Running about the gym and freezing on two beats of drum.
Explore running different direction.

-Rhyme - Pussy cat Pussy cat
Where have you been?
I've been to London to visit the Queen.

Pussy cat Pussy cat
What did you there?
I frightened a little mouse under a chair.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
-Can you run to the beat of the drum? (step on the beat of the drum)	-Children running different speeds. You may start with a walk.
-Can you run high?	-Continue to accompany with drum.
-Can you run slow?	
-Let's review our directions.	-Backwards, forwards, sideways.
-Can you run in a straight line?	
-Can you run in a curvy line?	
-Can you make a circle when you run?	-Small circle, big circle.
-Can you spin?	-In personal space.
-Can you spin the other direction?	-Accompany with tambourine.
-Can you spin to the floor?	
-Can you run and spin?	-Twirl
-Let's listen to the music.	-Can you imagine yourself, running and twirling.
-Can you run to the music?	-Try all different ways of running.
-Can you spin to the music?	-Spin in your personal space.

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Consolidation:

Let's make a combination of running and spinning or twirling to the mus
Beginning with spinning, alternate back and forth with running after each phrase of the music.

Eg. Pussy cat Pussy cat } Spinning or
where have you been } twirling
I've been to London } Stop in between
to visit the Queen } running.

This may be done in a circle. Each child spins in his or her own space then grabs hands of partners and runs around the circle (counterclockwise).

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LESSON 27

Objective: To explore galloping and shaking while moving to the music. "Go Round and Round the Village."

DANCE GRADE 1 CREATIVE FOLK DANCE

Overview: We will create a bit of a story to this dance. The children will imagine themselves horses as they gallop about the village in and out of obstacles, beside a partner following a partner and shaking their body (tail and mane) as a goodbye before moving on.

Equipment: Drum or Tambourine, Folk Dancing for Kindergarten and Early Primary Grades, Hoctor Records 4026, "Round and Round the Village" (English Folk Dance).

Introductory Activity:

-Let's review the gallop - forwards, backwards, sideways to sound of drum.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
-Can you gallop about the room? (counterclockwise)	-Round and Round the village (corral)
-Listen to the music.	-Gallop around perimeter of room.
-Can you try it to the music?	-Sing (Round and Round the Village).
-Now can you gallop in and out of the other horses?	-In and out of the horses.
-Can you gallop in curvy patterns?	-Big curves, small curves, wavy.
-Can you find a partner?	-Person nearest you.
-Show how you can gallop beside your partner.	-Sing - Gallop with a partner.
-Can you play follow the leader with your partner?	-Copy the direction your partner travels.
-Now the other one lead.	-Sing follow me to Red Deer.
-Can you face your partner and shake your mane?	-High, low, sideways, up and down.
-Now can you swish your tail?	-Side to side.
-Can you try it to the music?	-Sing " Shake body fore you leave me".

Consolidation:

Let's try the entire dance to the music.

1. Go round and round the village (corral)
   Go round and round the village (corral)
   Go round and round the village (corral)
   As we have done before.

2. Go in and out the horses.
   Go in and out the horses.
   Go in and out the horses.
   As we have done before.

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3. Now gallop with a partner. Find partner here.
   Now gallop with a partner.
   Now gallop with a partner.
   As we have done before.

4. Now follow me to Red Deer.
   Now follow me to Red Deer.
   Now follow me to Red Deer.
   As we have done before.

5. Shake body before you leave me.
   Shake body before you leave me.
   Shake body before you leave me.
   As we have done before.

Freeze at completion prior to new dance.

*Now repeat entire dance.
*Partners should be chosen ahead of time. Partners should also decide who is going to lead. They can alternate from there after.

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LESSON 28

Objective: To explore skipping steps and shaking actions using various body parts to the music "Here we go Looby Lou".

DANCE GRADE 1 CREATIVE FOLK DANCE

Overview: In this dance the children will explore a circle formation and travelling about that circle with a skipping action. The children will also explore various shapes with their body while accenting various body parts.

Equipment: Tambour or drum, tambourine, Folk Dancing for Kindergarten and Early Primary Grades, Hoctor Records 4026, "Here We Go Looby Lou", (American Folk Dance).

Introductory Activity:

-Skipping to the beat of a drum.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
-Let's listen to the music.	
-Can you skip about the room to the music?	-Here we go looby lou Here we go looby leigh Here we go looby lou all on a saturday night.
-Can you sing the words as you skip?	
-Can you skip in a circle?	-Children can skip individually or in groups.
-Now can you make a shapewith your body accenting the right foot?	-Freeze a shape with right foot accented.
-How about a shape with left foot accented?	-Have children skip between shapes.
-Can you make a shape with right hand accented?	-Accompany with drum.
-Now a shapewith left hand accented?	-Skip beat, then freeze beat for shape.
-Show me a shape with the head accented.	
-Now let's make one last shape with the entire body accented.	
-Can you shake your body parts? One at a time?	-Feet, hands, head, whole body.

Consolidation:

Let's listen to the music. On the chorus or first phrase everyone skips about the room. (General space or circle)

Phrase two - Right foot shape towards center. (You put your right foot in)
Right foot shape towards outside. (You put your right foot out)
Right foot shape towards center. (You put your right foot in)
Shake it all about. (and shake it all about)

Chorus.

Phrase three - Left foot.

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Chorus.

Phrase four - Right hand.

Phrase five - Left hand.

Phrase six - Head.

Phrase seven - Whole body.

*Chorus and verses repeat themselves alternately with each verse accenting a different body part.

Variations.

A. You hold your right foot up
You hold your right foot down
You hold your right foot up
you circle all around.

B.

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LESSON 29

Objective: To develop a dance using walking steps, actions of various body parts, skipping, twirling and freezing to the music "Gay Musicians".

DANCE GRADE 1 CREATIVE FOLK DANCE

Overview: Originally this French Folk Dance was developed around various musical instruments. We are going to develop it around various body parts. The children will work in general space improvising as they introduce each body part as it is about to dance.

Equipment: Tambour or drum, Folk Dancing for Kindergarten and Early Primary Grades, Hoctor Records 4026, "Gay Musicians", (French Folk Dance).

Introductory Activity:
-Walking, skipping, twirling to any music of percussion accompaniment.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
-Can you walk to the beat of the drum?	-Walk everywhere in general space.
-Can you show me a happy and light walk?	-Avoid others.
-Can you sing this verse as you walk?	-I am a happy dancer As happy as can be My <u>feet</u> can do the dancing This you ought to see.
-Can you walk in different directions as you sing the verse?	
-Listen to this beat.	-1 & 2 Boom Boom Boom (slow, quick, quick)
-How can you move your feet to this beat of the drum?	-Allow children time to explore. (Have children demonstrate)
-Can you make these actions in your own personal space?	-Accent various parts of foot or leg (toes, knees)
-Can you try it with other body parts?	-Hands, head, seat, whole body.

*The underlined body part in the verse is what they display their dancing action with, therefore allow enough time for the children to explore actions with five body parts.

-Can you skip and twirl about the room?	-Accompany with tambour.
-Can you skip and twirl while singing this verse?	-Skipping and swirling, everywhere twirling.

Consolidation:

Let's listen to the music.
1. 16 beats (walking steps)
2. 8 beats (body part action)
3. 8 beats (skipping and twirling)
4. 4 beats (body part action)
5. 4 beats (twirl and freeze)

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Have children singing during the dance. They need not follow any specific order while introducing their body parts.
Finish off with half the class watching the other half perform.
Children may accompany with clapping.

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LESSON 30

Objective: To develop a dance using stamping, skipping, and turning actions to the music "Ten Little Indians"

DANCE GRADE 1 CREATIVE FOLK DANCE

Overview: This American folk dance has been developed around the American Indian style of dancing as they move from one group formation to another.

Equipment: Tambour or drum, Tambourine, Folk Dancing for Kindergarten and Early Primary Grades, Hoctor Records 4026, "Ten Little Indians", (American Folk Dance).

Introductory Activity:

-Running and freezing to appropriate music. Play musical freezes. Last one frozen has to freeze for one phrase of the music.

Skill Development:

TASKS	*TEACHER SUGGESTIONS*
-Does any one know how an Indian dances?	-Children in personal space.
-Show how you would dance like an Indian?	-Have demonstrations.
-Let's dance to this beat.	-Accompany with drum.
-Can you stamp your feet to the beat of the drum?	Boom - boom, boom, boom, - boom boom, boom, - boom, boom, boom, boom boom, boom. Repeat.
-Can you move your body high and low as you dance?	-Head looks up and down while dancing.
-Can you make the pow wow signal with your hand and mouth while dancing?	-Try it with either hand.
-Can you turn as you dance?	
-Let's get into groups of ten.	-Give each child a number.
-Can you make a group shape where everyone is touching someone else?	
-Now freeze your shape.	
-As I call your number can you skip to a new space and begin a new group shape? Make this one a high shape.	-Appropriate the new space to each group before they start. -Emphasize the frozen shape when each child reaches the new space.
-Let's try that again. This time at another new space can you show me a low group shape?	
-Now from your group shape can you skip one at a time to form a circle shape? Everyone sing the verse.	-One little, two little, three little Indians, four little, five little, six little Indians, seven little, eight little, nine little Indians, ten little Indian (Boys, girls, braves, squaws).

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Consolidation:

1. Introduction - Children form group shapes and freeze waiting for start.

2. Children leave group shape skipping one after the other into a circle formation (close by).

3. Children perform their own Indian dance in their own space.

4. Children skip from circles, travelling in general space about room. Each child travels in his or her own direction.

5. Children perform their own Indian dance again in a new space, then freeze at the end of the dance.

* Children should sing and clap during parts two and four.

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Russell, Joan. Creative Dance in the Primary School. MacDonald and Evans Ltd., London, 1963

Saskatchewan Department of Education. Creative Dance K-6. 1976

VIII. MUSIC

Children's Rhythms in Symphony: Primary Rhythms. Bowmar.

Folk Dancing for Kindergarten and Early Primary Grades. Hoctor #4026

Listen and Move. MacDonald and Evans

IX. EQUIPMENT

Cassette recorder	heavy duty, 10 watt output	1	
Record player	heavy duty, eg: Califone 1155K	1	
Tambour and beater	for teacher	1	
Tambourine	for teacher	1	
Tone block	for teacher	1	
Triangles		2	
Claves		3	
Cymbals		2	pairs
Cow bell		2	
Maracas		6	pairs
Tambours		3	
Tambourines		3	
Tone blocks		9	
Parachute	24' - 28', with storage bag	1	
Storage Unit	mobile, metal	1	